



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Tertullian, Prudentius, Bernard of Cluny, and Thomas a Kempis, not forgetting the inscription upon the "sepulcrum hau pulcrum pulcrae feminae", nor the testamentum porcelli? Why reserve all the tidbits for the occasional student of Roman literature, meanwhile convincing the masses of Latin students that Latin is insufferably dull and that nobody with red blood in his veins would elect it after the stupid days of its requirement are past? Must the traditional curriculum be preserved at any cost?

Perhaps the question is a more practical one than we realize. Curricula are changing. Latin, like Greek, is being jostled from its occupancy of the middle of the road. Doth it not behoove the pedagogical divinities of the Classics for the nonce to set down their ambrosial cups of scholarly investigation, and, forsaking temporarily their intermundian spaces, to descend among men, take human counsel, and observe whether in the unceasing downward procession of the atoms there are any tokens of a speedy dissolution of the world which they have hitherto known?

If the readers of this paper detect in it signs of heterodoxy, it remains for them, as for all seekers for real values, after washing away the useless matter, to discover, underneath, those shining grains of truth which heterodoxy is ever wont to contain.

WESLEYAN UNIVERSITY

KARL P. HARRINGTON

REVIEWS

A Students' History of Greece. By J. B. Bury. Edited and Prepared for American High Schools and Academies by Everett Kimball, Associate Professor of History, Smith College. New York: The Macmillan Company (1907). Pp. xviii + 377. 65 Illustrations; 43 Maps.

Those who were introduced to English history through the medium of a small black volume known as 'Collier's' are grateful to that author for at least one 'feature' of his text-book, namely, the prominence he gave to the names of the sovereigns, and their division into dynasties. After groping through a mist of British, Roman, Saxon, and Danish rulers, he came over with the Conqueror into his realm, thereafter fairly revelling in Williams, Henries, and Edwards (whose cognomina were all sorts of Roman numerals), and making not the slightest fuss about knowing the difference between a genuine Lancastrian and one who was merely a Plantagenet or a Tudor. Other histories have their mile-stones also. The Roman is divided by forms of government, and by centuries, the French, perhaps, by the European influence exerted by the nation, the American, by epochs between notable events. But if the student needs such aid more in the case of one nation's history than in that of another, he needs it surely in the case of the ancient Greeks. Such a clue is provided by epochs in the history

of Athens, a state to which it is not difficult to relate almost all events in the ancient Greek world. And while most writers of histories of Greece intended for school and college use have laid more or less stress upon the relations of Athens to the prominent events of which they write, I have seen no text-book superior in this respect to Professor Kimball's edition of Bury's history.

The book consists of twenty chapters. Of these the first four may be considered introductory. Then follow ten in which, while nothing important in the Greek world is omitted, the history of Athens is given from the beginning of the state to the fall of her empire. The attention then wanders in turn to Sparta, to Thebes, and to Syracuse, seeking the new panhellenic leader, until finally the star of mastery is seen to stand above Macedonia. Surely nothing could be clearer, or more satisfactory to the beginner. The clear, forcible language of Professor Bury has been retained in this edition. The editor says in his preface: "In preparing this edition, I have confined myself chiefly to excision, although in places a somewhat different arrangement of material has been adopted. No statement of fact has been changed, and as far as possible the author's exact language has been retained. This is especially true in the chapters dealing with Alexander, where, to keep the spirited account of the original, the proportion of this revision may have been sacrificed". Dr. Kimball has added a number of valuable maps, and the book also contains some well-chosen illustrations which add interest and clearness to the volume, without being numerous enough to detract from the continuity of the text. Students will also be glad to note at the end of each chapter brief suggestions for supplementary reading. References are given to the History Syllabus for Secondary Schools. The index is serviceable, but the publishers might profitably have seen to the marking of the accented syllable in the names of persons and places, as was done in their Botsford's History of Greece. The book is clearly printed on heavy paper, with black type for section topics, and with marginal dates. It is a work which should be of great service in laying a solid foundation for the study of Greek history.

BARRINGER HIGH SCHOOL, Newark, N. J. W. W. KING

Caesar, Gallic War, Books I-IV. By Harold W. Johnston, Indiana University, and F. W. Sanford, University of Nebraska. Boston: Benj. H. Sanborn & Co. (1906). Pp. lx + 359 + 98. The book is physically compact, sound and strong, and feels good in the hand. The type is clear, the page varied and attractive. The cuts are few, but well-selected. The life of Caesar and the military notes are simple, interesting and adequate. The